

# ALN Additional Learning Needs Parent Handbook



***Helping students with Additional Learning Needs to Flourish***

Taipei European School  
British Primary Section

2025-2026



## BPS Approach to Additional Learning Needs (ALN)

We are delighted that you are part of our TES family and we look forward to continuing to work in partnership with you. In the British Primary Section (BPS) at Taipei European School, we strive to provide the best possible education for all our students. As a school, we provide our students with a broad and balanced curriculum; taking a holistic approach to education. Whilst we believe that each student is different and people learn at a different pace, we also recognise that some learners may face barriers to access the curriculum fully. Additional support is offered at BPS to whom may benefit from some extra help to reach their full potential.

### Learning Difficulties and Barriers to Learning

Each student requiring additional learning provision has unique needs, some of which may fit into the categories below. Please note that learning disabilities are different from intellectual disabilities.

**Dyslexia** - a learning disability that impacts reading, writing, comprehension, and other language skills. Learners with dyslexia may have difficulty processing and remembering information they see and hear, as well as have their learning and acquisition of literacy skills affected.

**Dyscalculia** - a learning disability that encompasses difficulties related to mathematical calculations. Individuals with dyscalculia struggle with mathematical concepts, numbers, and reasoning. Learners with dyscalculia may have difficulty remembering maths facts and solving mental math.

**Dyspraxia** - also known as developmental coordination disorder, dyspraxia is a learning disability that affects coordination and movement. Learners with dyspraxia may find challenging to learn new skills, think, and remember information. Time management, planning and personal organizational skills may also be affected.

**Dysgraphia** - a learning disability that affects written work, such as poor handwriting and trouble in translating thoughts into writing. Learners with dysgraphia may have difficulties with letter spacing, poor motor planning, and spatial awareness.

**Auditory processing disorder (APD)** - individuals with APD have difficulty processing sounds and may confuse the order of sounds or be unable to filter different sounds. The information received from the ear can be misinterpreted by the brain.

**Language processing disorder** - a subset of APD, the challenges experienced are more specific with the processing of spoken language, impacting both receptive and expressive language. Attaching meaning to sound groups that form words, sentences, and stories is hard.

**\*Attention Deficit (Hyperactivity) Disorder (ADD/ADHD)** - a common neurodevelopmental disorder reflected in a reduced ability to attend and maintain concentration, sometimes accompanied by extreme physical restlessness. Children with ADHD may have trouble paying attention, controlling impulsive behaviours (may act without thinking about what the result will be), or be overly active.

**\*Autistic Spectrum Disorders (ASD)** - a developmental disability caused by differences in the brain. People with ASD often have problems with social communication and interaction, and restricted or repetitive behaviours or interests.

**\* Sensory Integration Issues** - difficulty integrating information from the senses, which may overwhelm the child and result in confusing behaviour. An unusual aversion to noise, light, shoes that are deemed too tight and clothes that are irritating are common in children with sensory integration issues. They may also appear clumsy and have trouble climbing stairs, and difficulty with fine motor skills like wielding a pencil and fastening buttons.

**\*Note: Although these are not considered specific learning disorders, they are related disorders that impact learning.**

### How is a student identified for Additional Learning Needs (ALN) support?

A student can be flagged as at-risk for additional learning support through the Admissions process or by his/her class teacher, based on previous schooling information, curriculum assessment data, and formative assessments conducted throughout the academic year. After a period of progress monitoring and implementation of specific strategies, a recommendation for provision of formal support by the ALN team can be made.

### What happens if a child is identified at Admissions?

During the application process, the Admissions Department will contact the Additional Learning Needs Team if a child is already identified as in need of additional support, or it appears to be at-risk for. Further information may be requested, and this may include:

- Additional school reports.
- Medical records and information about medication taken on a regular basis.
- Previous IEPs (Individual Education Plan).
- Additional assessment from an Educational Psychologist.
- Reports from external agencies such as Educational Psychologist, Occupational Therapist, Speech and Language Pathologist.
- If the child is already in Taipei, your child may be invited for an ALN assessment and/or trial in school.

The child's acceptance at TES British Primary Section will depend upon on the child's level of needs and the teaching staff current capacity to meet these needs.

## What happens if a child is flagged as at-risk for ALN by a class teacher?

As our most valuable partners, parents will be informed and consulted throughout the monitoring process. In-class observations and in-house screenings may be conducted by an ALN teacher during the monitoring stage upon teacher's request or suggestion from the ALN coordinator. All information and evidence collected will be shared with parents by your child's class teacher and a meeting will be held to discuss the recommendations. Members of the ALN team and specialists may be invited to participate.

Confirmation of a child's placement in the ALN Register for regular, ongoing support is done upon the ALN Referral Form, which needs to be filled in by the class teacher and signed by the Head of Year and the child's parents. A member of the ALN team will then be allocated by its coordinator as the child's key supporter to work with the child.

## How the ALN Department works

The Additional Learning Needs (ALN) Team supports children for whom learning may, at any stage, present some challenges and these are beyond having English as an Additional Language (EAL). The Referral to ALN is usually done by the class teacher in consultation with all relevant teaching staff.

Support from the ALN team can be given in-class, through withdrawal lessons, in small intervention groups, or combined. There is no specific ALN programme that is applied to all students - each child's learning barriers can differ a lot. The in-class ALN support follows the curriculum as much as possible, with no changes in its content but differentiated to the child's needs as appropriate. If a child receives 1:1 withdrawal intervention, then specific targets will be determined and specified.

Every child formally receiving intervention from the ALN Department has an Individual Support Plan with termly targets. These are set by teachers in collaboration with parents and external providers when pertinent, and an informal Team Around the Child (TAC) is formed to ensure a holistic and consistent approach.

## Individual Support Plan

Each child who is identified for ALN support has an Individual Support Plan, often known as an IEP (Individualised Educational Plan). This plan is created collaboratively by the Team Around the Child, which includes the class teacher, the ALN team, the child's parents, and internal and external specialists as appropriate. The child-specific targets, both in-school and at-home, the strategies employed, and the resources utilised will be described in this plan. Furthermore, the type of support and the number of additional hours provided will also be specified in the plan.

There are at least two formal Individual Support Plan meetings throughout the year, and during this time targets are reviewed, and new ones are set as required. Changes in the level and type of support are also discussed and amended as needed.

## Levels of support offered in the British Primary Section

All children with an Individual Support Plan are placed into one of the following five bands:

Band	Amount of support given each week
1	2-3 hours
2	4-5 hours
3	6-9 hours
4	10-18 hours
5	19+ hours

*Please be informed that at TES, the needs for all children are assessed continuously, and any supplementary support (e.g. Learning Support or English as an Additional Language Support) incurs in extra fees paid by parents. Additional information can be found in the TES Admissions Policy.*

Learning support fees can be found on the official TES website and also on the table below. Fees are charged once a child is placed on the ALN register and an Individual Support Plan will then be put in place.

Band	Amount of Support given each week	Fee (per semester)
1	2-3 hours	\$25,000
2	4-5 hours	\$45,000
3	6-9 hours	\$100,000
4	10-18 hours	\$200,000
5	19+ hours	\$330,000

The additional support is provided by either a fully qualified ALN teacher, a Learning Support Assistant, or combined. The ALN team receives continued professional development, and each member brings a different set of skills to the department. Support, like our students, is unique and is structured around individual needs, provided either in the classroom, as a withdrawal session or in a small group.

Sometimes, a child may need specific intervention from external specialists such as occupational therapists and speech language pathologists. In this case, having access to the targets set by them for the child and getting termly updates of the progress would be highly appreciated by your child's teachers.

A psychoeducational assessment, for a complete, in-depth perspective of your child's strengths and weaknesses may be recommended. This would involve an outside, registered educational psychologist with specific training to conduct a variety of psychometric tests and deliver a comprehensive report of the findings, alongside recommendations for school accommodations and at-home support strategies. These would be incorporated in the child's IEP as much as possible.



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◀ **TES Admissions Policy**



◀ **TES School Fee Policy**